INTERVENTION
CENTRAL

RTI Toolkit: A Practical Guide for Schools

RTI: Building a School or District Plan

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Resources from Workshop Available at:
http://www.jimwrightonline.com/RCSD_cohort2.php

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RTI Plan: Element 1… **Build Classroom Teacher Understanding & Support for RTI**

Directions: Read the quote and goal statement below. Then develop an implementation plan for this goal.

> *"Significant and sustained investments in professional development programs [are required] to provide teachers with the array of skills required to effectively implement RTI as well as to deal with ongoing staff turnover." (Fuchs & Deshler, 2007; p. 131)*

The district has determined what teachers need to know about RTI and has defined what changes in teacher practice are needed under RTI. The district then creates a professional development plan (to be updated yearly) to share information about RTI and to dialog with teachers about ongoing implementation of the model.

Here are questions to consider when developing a plan to building teacher understanding and support for RTI: For the coming school year:

What is the grade range of classroom teachers that will be targeted for RTI professional development?

_____

How will your district determine the minimum essential information that classroom teachers *must know* about RTI?:

_____

_____

How does your district expect to see the *practice* of classroom teachers change as they learn more about RTI?:

_____

_____

_____

How will your district create a calendar of large- and small-group opportunities to provide training and promote dialog about RTI for teachers and other staff ?

_____

_____

Fuchs, D., & Deshler, D. D. (2007). What we need to know about Response to Intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice, 22*(2), 129–136.

RTI Goals Planning Sheet: A 4-Stage Implementation Process

RTI Implementation Goal: _____ School Year: _____

Rollout Stage?	Task Title	Task Description	Person(s) Responsible	Target Date	Date Done
☐ Preparation ☐ Initial Implementation ☐ Institutionalization ☐ Ongoing Development/ Updating					
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RTI Plan: Element 2… **Create Teacher Capacity to Deliver Effective Classroom (Tier 1) Interventions**

Directions: Read the quote and goal statement below. Then develop an implementation plan for this goal.

> *"…intervention and management approaches that are universal in nature and that involve a standard dosage that is easy to deliver (e.g., classwide social skills training) have a higher likelihood of making it into routine or standard school practice." (Walker, 2004; pp. 400-401)*

Classroom teachers are trained as RTI 'first responders'. They are able to clearly define student academic or behavioral problems, select and implement evidence-based intervention ideas, and evaluate whether those interventions result in significant student improvements.

Here are questions to consider when developing a plan to create teacher capacity to deliver effective classroom (Tier 1) interventions:

Interventions are likely to be effective only if appropriately matched to student needs. How does your district train classroom teachers to write clear, specific, measureable 'problem identification' statements?

_____

_____

How does your district identify effective, evidence-based Tier 1 intervention ideas and put them into the hands of teachers?

_____

_____

In what manner does your district expect teachers to document their Tier 1 intervention efforts?

_____

_____

How long are teachers expected to attempt Tier 1 interventions before deciding to seek additional assistance with a struggling student?

_____

_____

Walker, H. M. (2004). Use of evidence-based interventions in schools: Where we've been, where we are, and where we need to go. *School Psychology Review, 33*, 398-407. pp. 400-401

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RTI Plan: Element 3… **Inventory Evidence-Based Supplemental Intervention Programs Available at Tiers 2 & 3**

Directions: Read the quote and goal statement below. Then develop an implementation plan for this goal.

"…Because RTI practices target all students, rather than only those identified as at risk, services are provided along a continuum, with all students receiving class- or schoolwide instructional or behavioral supports and select individuals participating in need-based intervention of varying levels of intensity."
(Glover & DiPerna, 2007; p. 527)

The district has inventoried its supplemental intervention programs and verified that these programs are evidence-based. Furthermore, the district has organized its supplemental intervention programs into levels or tiers—with objective, data-based guidelines for entry and exit. The district has identified any current gaps in supplemental programs (e.g., in math computation skills) and is working to locate programs to fill those gaps. NOTE: Tier 2 programs are typically group-based (limited to 6-7 students) and students are placed in these groups based on school-wide screening data. Tier 3 programs are the most intensive levels of support available in a general education setting (small group or individual student services). It is recommended that students be referred to Tier 3 programs through the RTI Problem-Solving Team.

Here are questions to consider when inventorying evidence-based supplemental intervention programs:

What standards has your school adopted to validate specific programs as 'evidence-based'? Note: Here are two websites that can help to provide guidance on the evidence supporting specific programs:
- What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/
- Florida Center for Reading Research: http://www.fcrr.org/FCRRReports/LReports.aspx

_____

_____

_____

What are the existing supplemental intervention programs in place in your district (use attached inventory form)?

What gaps in programming are revealed by the Tier 2/3 intervention inventory?

- _____

- _____

- _____

Glover, T. A., & DiPerna, J. C. (2007). Service delivery for Response to Intervention: Core components and directions for future research. *School Psychology Review, 36*, 526-540.

Tier 2/Tier 3 Supplemental Evidence-Based Intervention Programs: Inventory

Directions: Inventory all current programs in place in your school or district to provide supplemental evidence-based interventions to students at Tiers 2 and 3.

Program Name	Grade(s) Served	Specific Academic Skill Area(s) Targeted	Tier
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
			❑ Tier 2 ❑ Tier 3
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			❑ Tier 2 ❑ Tier 3

RTI Goals Planning Sheet: A 4-Stage Implementation Process

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RTI Plan: Element 4… **Establish an RTI Problem Solving Team at Tier 3**

Directions: Read the quote and goal statement below. Then develop an implementation plan for this goal.

"…Students who do not adequately respond to interventions provided in tiers 1 or 2 receive daily individualized interventions for at least 30 minutes per day with at least weekly progress monitoring in tier 3. These interventions are usually developed from a problem-analysis procedure often involving a problem-solving team and are delivered via general education.." (Burns & Gibbons, 2008; p. 6)

The district has established an effective RTI Problem-Solving Team ('RTI Team') to meet on the most intensive student cases at Tier 3 to design customized intervention plans. The RTI Team is multi-disciplinary, follows a structured problem-solving approach at each meeting, uses data to guide its decision-making, and ensures that all interventions included on its student plans are evidence-based.

Here are questions to consider when establishing an RTI Problem-Solving Team:

In what schools are RTI Teams to be set up and on what timeline?

School	Yr to Begin	School	Yr to Begin

Who serves on the multi-disciplinary RTI Team? _____

_____

How frequently does the RTI Team meet? How much time is reserved each meeting day for the RTI Team?

_____

What structured problem-solving process does the RTI Team follow to ensure that its meetings are efficient, productive, and result in effective intervention plans matched to the needs of the student?

_____

What initial training does the RTI Team require?

_____

Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools. Routledge: New York.

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RTI Plan: Element 5… **Select Measures for Universal Screening and Progress Monitoring to Evaluate Student Response to Intervention**

Directions: Read the quote and goal statement below. Then develop an implementation plan for this goal.

> *"Local norm data in many schools are collected three or four times per year every year and are used for universal screening, instructional planning, resource allocation, and program evaluation in addition to their use as the comparison group for a particular identified student.."* (Steward & Silberglit, 2008; p. 225)

The district has determined a range of grades at which universal academic screenings will be done at least 3 times per year, has selected specific measures to be included in the academic screening battery for each grade, and has established a plan to share updated screening information in a timely manner with each participating grade level at 'data team' meetings.

Here are questions to consider when selecting measures for universal screening and student progress-monitoring:

What are the student skills, grade ranges, and specific measures that will be selected for the universal academic screening plan? (See attached *Draft Schoolwide Screening/Progress-Monitoring Plan* form.)

_____

How does your district convene 'Data Team' meetings after each screening (consisting of grade-level classroom teachers, administration, and Tier 2 service providers) to select students for supplemental intervention groups?

_____

_____

What objective data is to be used at Data Team meetings to select students for Tier 2 services?

_____

_____

_____

Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds*.), Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Draft Schoolwide Screening/Progress-Monitoring Plan (Cont.)

Student Academic Area(s) to Be Targeted	Type(s) of Assessment to Be Included in Screening	Grade(s) in Which Assessment is to Be Used in Screening

Row 1

❑ Rdng/Phonemic Awareness
❑ Rdng/Alphabetics
❑ Rdng/Fluency
❑ Rdng/Comphrehension
❑ Math/Computation
❑ Math/Focal Skills
❑ Writing

GRADE	K	1	2	3	4	5
	F W S	F W S	F W S	F W S	F W S	F W S
6	**7**	**8**	**9**	**10**	**11**	**12**
F W S	F W S	F W S	F W S	F W S	F W S	F W S

Row 2

❑ Rdng/Phonemic Awareness
❑ Rdng/Alphabetics
❑ Rdng/Fluency
❑ Rdng/Comphrehension
❑ Math/Computation
❑ Math/Focal Skills
❑ Writing

GRADE	K	1	2	3	4	5
	F W S	F W S	F W S	F W S	F W S	F W S
6	**7**	**8**	**9**	**10**	**11**	**12**
F W S	F W S	F W S	F W S	F W S	F W S	F W S

Row 3

❑ Rdng/Phonemic Awareness
❑ Rdng/Alphabetics
❑ Rdng/Fluency
❑ Rdng/Comphrehension
❑ Math/Computation
❑ Math/Focal Skills
❑ Writing

GRADE	K	1	2	3	4	5
	F W S	F W S	F W S	F W S	F W S	F W S
6	**7**	**8**	**9**	**10**	**11**	**12**
F W S	F W S	F W S	F W S	F W S	F W S	F W S

Row 4

❑ Rdng/Phonemic Awareness
❑ Rdng/Alphabetics
❑ Rdng/Fluency
❑ Rdng/Comphrehension
❑ Math/Computation
❑ Math/Focal Skills
❑ Writing

GRADE	K	1	2	3	4	5
	F W S	F W S	F W S	F W S	F W S	F W S
6	**7**	**8**	**9**	**10**	**11**	**12**
F W S	F W S	F W S	F W S	F W S	F W S	F W S

Row 5

❑ Rdng/Phonemic Awareness
❑ Rdng/Alphabetics
❑ Rdng/Fluency
❑ Rdng/Comphrehension
❑ Math/Computation
❑ Math/Focal Skills
❑ Writing

GRADE	K	1	2	3	4	5
	F W S	F W S	F W S	F W S	F W S	F W S
6	**7**	**8**	**9**	**10**	**11**	**12**
F W S	F W S	F W S	F W S	F W S	F W S	F W S

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